

DEVELOPING MATERIALS OF ENGLISH FOR BASIC COMMUNICATION FOR STUDENTS OF EFFECTIVE ENGLISH CONVERSATION COURSE PARE KEDIRI

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Abstract

Speaking class is part of regular program which is provided by Effective English Conversation Course Pare Kediri. Based on the result of need analysis, it showed that the basic conversation module was needed by students here. They needed the basic material of English completed by communicative grammar. Therefore, there is inevitable need to design instructional materials that appropriate for the beginner of English for speaking class students of Effective English Conversation Course. The Research and Development (R&D) procedure is employed in this study to develop Materials of speaking class. The developed instructional materials are designed to have skills in basic speaking. The skills to master in speaking class are the abilities to speak fluently followed by grammatically appropriateness. The instructional materials was also validated by the expert and tried-out. The final product of this study is instructional materials for a month. The instructional materials have been empirically questionnaire in try-out stage. Therefore, it will be easy for the users to make the other instructional materials by referring to those models.

Keywords: *English Speaking Instructional Materials, Functional Language, communicative grammar.*

Introduction

English course is a helpful place to students to master English more easily. Students can choose what English course they need. Every English course offers a variety of advantages for the reason many students are interested in joining that course. Some of them usually offer some programs, such as; Speaking, Vocabulary, Grammar, Pronunciation, etc.

Understanding speaking skills is the most important skills that is used to conversation. Thornbury (2005:1) said that speaking was so much a part of daily life that we take it for granted. Almost all of the people produce tens of thousands of words a day, although some of them may produce more than that. He also said that the first point to emphasize was that speech production took place in real time

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and was therefore essentially linear, words followed words, and phrases followed phrases, likewise, at the level of utterance, the spoken equivalent of sentences.

According to Richards (2006) Functional language is one that is organized around communicative functions such as requesting, complaining, suggesting, agreeing, etc. from that definition, it can be known that communicative function is the conversations which are often used every day. Then, the first point to students that have to be understood is they have to know the words, phrases, and sentences that they should use to do speaking. It means that the grammatical of the speaking is another important thing to do.

Grammar is a set of language formula that is used to create a clause, phrase or sentence that convey meaning. The field of grammar includes morphology, syntax, and phonology, often complemented by phonetics, semantics, and pragmatics.

Unfortunately, not all countries use English to do conversation whereas, English is used as official language for countries to communicate each others. Here lies the importance of English grammar. When someone speaks in English, but he/ she ignores the grammar, most of people will be confused what he/ she says. So, understanding English grammar is not less important to understanding speaking. So, by those reasons, the researcher tried to focus on basic communication in English completed by communicative grammar.

This research was held in “Effective English Conversation Course (EECC)” Pare, Kediri. This course focuses on the English conversation. The regular program consists of two classes. They are grammar class which focuses on discussing about reading, writing, structure, and vocabulary; and speaking class which focuses on discussing about speaking, listening, pronunciation, and also vocabulary. The first month, the regular program discusses about basic grammar (tenses) for grammar class and basic communication for speaking class (greeting, Introduction, asking one’s health, etc).

The researcher choose speaking class to be become the research because there is no guidance module for the students and the only guidance book is grammar module and the module discusses about all of tenses at the first month. Then the other problem, the guidance module is more complicated to be learnt by

the students. So, the researcher tries to develop the module in the speaking class to make the students understand easily and more specific for conversation.

Method

Research Design

As the objective of the study is to develop module how to learn speaking with its grammar, the appropriate design is R&D which stands for “Research and Development”. R&D is a research design used to produce educational products that can be used to improve the quality of instructional activities and increase the quality of students’ academic achievement (Latief, 2012:176). In this study, the product is a modul of English for basic communication completed by communicative grammar.

Model of Development

According to Borg & Gall (1983:775), one of the most widely used models of educational research and development is the system approach model. They have proposed ten steps to develop course materials which are Research & Information collecting, Planning, Developing Preliminary Product, Preliminary Field Testing, Main Product Revision, Main Field Testing (try- out), Operational Product Revision, Operational Field Testing, Final Product Revision, and Dissemination.

Procedures of the Development

Need Analysis

In conducting needs analysis the writer intends to obtain information as much as possible about the actual needs of the learners and teachers for the materials and to provide essential information required to develop the instructional materials which going to be improved.

The instruments used to data collection of model needs analysis of current study are interview, recording and questionnaire. The instruments are addressed to Effective English Conversation Course Pare Kediri in speaking classes.

Material Development

In this stage, the writer is developing the model of basic communication of English which contain the materials with simple patterns and simple instructions. There are several steps to develop the material, they are: Reviewing Previous Module and Developing Product.

The Expert Validation

The expert validation is conducted with consulting the product to the expert. The expert should be the person who has many experiences and has appropriate evidence in mastering speaking skill and Grammar.

Try- out

The product is tried out in a small scale and revised based on the results of the try- out. The purpose of doing try- out is to investigate the weakness of the product in order to get feedback which used to increase the quality of the product. The researcher does not need using pretest and post test such as in experimental design, but try- out in R&D only to investigate that the product has proved to be able to solve the problems (Latief, 2013:176).

Result

Finding

This chapter is talking about the result of distributing the instrument. The instrument related to students' need assessment, expert validation, and tryout. The research will give more detail about the explanation of the study and the research also gives an explanation about the respondents' comment by a short explanation.

Result of Teacher Interview

The information is about time allocation in teaching speaking. The material is taught to the learners. And what the learners do in the class (Appendix 8). The researcher can take some point or opinion from the teacher who teaches the learners.

The time allocation for speaking class is one and a half hour per day from Sunday to Friday for three months. There are 36 materials that are taught here. The materials are greeting, asking one's health, leaving taking, introduction, alphabet and spelling, numbers, days, months, and dates, what's the time?, colors, occupation, direction, daily activities, asking and giving permission, request and command, speech, like and dislike, how to handle telephone, invitation, family, describing people, describing things, what's your opinion?, any suggestion?, what should I do?, problem solving 1, telling a story, making questions, problem solving 2, describing picture series, debate 1 (boarding school is the best), debate 2 (woman should stay at home), debate 3 (UAN must be dismissed), how to face foreigners, game 1 (proverb games), game 2 (who am I?), game 3 (left, right, and down).

For the first month, learners have to be able to speak some of those materials. They are greeting, asking one's health, leaving and taking, introduction, alphabet and spelling, numbers, days, months and dates, what's the time?, colors, occupations, direction, daily activities, asking and giving permission, request and command, speech, like and dislike. However, the teacher considers the learners' capability. It can be less than those materials. It also can be more than those materials.

The teacher also explains about the classroom activities. For beginning, the teacher leads praying. And she greets the students. After that, the students have to speak in front of the class to give some information to their friends alternately every day, a day a student. The theme is free, but every student may not have similar topic. After the student speaks up in front of the class, the teacher gives a

paper. In that paper consists of the questions of the material that is taught. And the student answers those questions orally. The students practice the speaking with their friends in the class. And then, the teacher asks to the some students speak up in front of the class. The theme is related to the material that is discussed. After that, the last activity is asking and questioning about the materials. It is about the difficult thing faced by the students and closing. The main activity not only about that, but the teacher gives some variations, such as: games, role play and etc.

The Result of Students' Responses on the Interview

The data are taken from students which their need to improve their speaking skill to develop the materials. The researcher gives some questions to 26 English course students in Effective English Conversation course (Appendix 9).

The course is not using guidance modules for speaking class, so the researcher tries to develop the new modules that are used as guidance for basic speaking English. The data are taken from the students who want to improve their basic speaking English.

In this course, the learners are given grammar module as guidance only. When they are in the speaking class, the learners are given the instructions by the teacher. They do not know what they will learn for the next meeting so that, the learners could not practice at home. It means that, the learners only practice their English in the class. They could not practice out of there.

The problem of the learners is not only about that, but also the only guidance module (grammar module) discusses about the general grammar especially the tenses and modal auxiliaries so that, there is no specification about tenses and modal auxiliaries that are used to speaking. So, the learners do not know what grammar should be emphasized in the basic speaking.

The other problem is about the learners' capability. In the speaking class, generally, the learners are from young ages to adults. Some students who seldom learn English before feel confused in understanding the class activity and the module. The reason, why they feel difficult are there is no guidance module to speaking class so that, they only learn speaking English in the class whereas to master the English, practicing in the class is not enough. They need practice the speaking every time. When they learn with their guidance module, grammar module, it also will not help. The reason is the grammar module only explains about the theories of grammar. Moreover, the grammar modules discuss about the things that is not commonly used in conversation. So, the learners are confused with the things that are less important in learning speaking.

English is an international language. For the people who want to go to other countries, for study, working, or doing vacation, they are required to be able to speak English. Even, some of the domestic company assumes the employer who is able to speak English as plus point. This skill is one of the important ways to the people who want to get better life.

The teachers must be able to encourage the learners to overcome their problem. The first one is a way for the teacher to do. The teachers must familiarize learners to speak with correct grammar, so that they need patience and simple trick to make the learners understand easily. And the teachers must give support to the learners that make errors in their learning. It will make the learners confidence in speaking practice.

The result of Students' Responses on the Questionnaire

The information is about what the students need in learning basic speaking. What materials need to learn at the first month. And does the communicative grammar should be discussed in the speaking class. The

researcher distributed the questionnaire to 26 students as respondent from population. The researcher can take some point or opinion from the questionnaire which is given to the student. There are two questions that are asked to the students. The first is about the students' need in learning basic conversation. The second question is about the importance of adding communicative grammar (Appendix 10).

From the first question, it is found that 24 students or 92.3% choose option a, that they need to learn about greeting. 10 students or 38.5% choose option b, that they need to learn about asking one's health. 22 students or 84.6% choose option c, that they need to learn about introduction. 12 students or 46.2 % choose option d, that they need to learn about alphabet and spelling. 16 students or 61.5 % choose option e, that they need to learn about days, months, and dates. 17 students or 65.4 % choose f, that they need to learn about times. 9 students or 34.6 % choose option g, that they need to learn about color. 11 students or 42.3 % choose option h, that they need to learn about occupations. 14 students or 53.8 % choose option I, that they need to learn about directions. 10 students or 38.5 % choose option j, that they need to learn about speech. 24 students or 92.3 % choose option k, that they need to learn about daily activities. 16 students or 61.5 % choose option l, that they need to learn about asking and giving permission. 17 students or 65.4 % choose option m, that they need to learn about request and command. 14 students or 53.8% choose option n, that they need to learn about how to handle a telephone. 14 students or 53.8% choose option o, that they need to learn about invitation. 17 students or 65.4% choose option p, that they need to learn about telling experience. 9 students or 34.6% choose q, that they need to

learn about debate. 13 students or 50% choose option r, that they need to learn about giving suggestion. 15 students or 57.7% choose option s, that they need to learn about telling plan. And the last 4 students or 15.4% choose option t, that they need to learn grammar, tenses, and improving self confidence.

From the second question, it is found that 25 students or 96.2% choose a, that they want to add tenses which are related to the conversation. A student or 3.8% chooses b, that she does not want to add tenses which are related to the conversation.

The Result of Recording the Conversation Activities in the Class

The information is about what grammar that are commonly used in the conversation. The researcher can take some point or opinion from recording that is held in the class in Unisma. The result is the conversation is often using simple present tense. It is proved by some sentences that are told by the speakers. The example are “talk about.....”, “let’s talk about method.”, “I am a teacher”, “I am a student”, “I am a doctor”, “what is the difference between approaches in any methods”, “in bahasa Indonesia we have shy”, “this is important to us.”, “I don’t know”, “from the approach, we go down to method.”, “ language is for communication,”, “so, that’s why we have cognitive language.”, “don’t worry about that.”,etc.

The result is also often using present continuous tenses. It is proved by some sentences are told by the speakers. They are “I am teaching in front of you.”, “I am talking about.....”, “what are you doing?”, “I am trying to find the page.”, “now, we are taking about....”, etc.

The other result, there are often using simple past tenses. It is proved by some sentences are told by the speakers. They are “in the last meeting, we

discussed about.....”, “just for one minute he changed his life style.”, “from the dialogue, we took it on the grammar.”, “and then you drilled it.”, etc.

Simple future tenses are also found in this situation. It is proved by some sentences are told by the speakers. They are “that will be approach.”, “I will give it to you.”, “I will ask you about.....”, etc.

The conversation is also using present perfect tenses. It is proved by some sentences are told by the speakers. They are “we have told about approach.”. “I have submitted it to pak Ariadi.”, etc.

The modal auxiliaries are also used in this conversation. The evidences are “what should I say?”, “Could you please help me to.....?”, “will you submit it next week?”, etc.

Form the recording, the researcher assumes there is no other tense that is used besides, those tenses above. So, the researcher concludes the grammar that have to be used in conversation are simple present tenses, present continuous tenses, present perfect tenses, simple past tenses, simple future tenses and modal auxiliaries.

The Result of Developing Material

Based on the need analysis, the researcher tries to develop the material in English course, especially, Effective English Conversation Course Pare Kediri or EECC Pare Kediri. The material must be suitable to the teacher and students need to improve the speaking skill.

The researcher try to find a suitable idea to make all the students in English course enjoy when they learn English, especially in speaking skill, because to improve speaking skill needs to practice all the time. She made the syllabus that would be covered the contents of the modules.

Goal	Objective	Materials	Supportin g grammar	Activities	Assessment Techni que	Type of Assessme nt
At the end of the course, the students are able to know, understand and speak the basic conversati on in English followed by correct tenses.	The students will be able to understand and speak basic conversati on in English with correct grammar.	<ul style="list-style-type: none"> • Greeting and introduction • Days, months, and dates • Telling the time • Daily activities • Telling experiences • Telling plans • Asking and giving permission, request and command, invitations • Asking and giving direction • How to handle a telephone 	<ul style="list-style-type: none"> • Simple present tenses • Present continuous tenses • Simple past tenses • Simple future tenses • Present perfect tenses • Modal auxiliary • Questionin g 	The teacher gives the students simple conversati on and it's tense.	Spoken test	<ul style="list-style-type: none"> • Games • Role play • Presentati on

Table 4.1: Syllabus Guide

The researcher decided to put 9 chapters which contain to increase the students' basic speaking. The explanation is clear and the topics are suitable for the students who want to learn basic English speaking.

The researcher developed these materials for making an easier understanding material for basic level in Effective English Conversation Course. The topics are: (1) Greeting and Introduction, (2) Days, Months, and dates, (3) Telling the time, (4) Daily activities, (5) Telling Experience, (6) Telling Plans, (7) Asking and Giving Permission, Request and Command, and Invitation, (8) Asking and Giving Direction, (9) How to Handle a Telephone. The reason, why the

researcher combines Greeting with Introduction, because she thinks that greeting has relation with introduction. To introduce self, someone needs to greet others first. It is also happened in the chapter 7. The reason, why the researcher combines those topics (asking and giving permission, request and command and invitations), because she thinks, the patterns are used in those topics are almost similar.

Those topics are chosen by the researcher based on the highest students' options. The researcher decided 9 chapters based on considering the time allocations. Remember, only a month the students have to understanding the basic speaking English.

The explanation of communicative grammar is put on those chapters. Simple present tense and present continuous tense are discussed in first chapter, Greeting and Introduction. Simple past tense is discussed in fifth chapter, Telling Experience. Simple future tense is discussed in sixth chapter, Telling Plans. Modal auxiliaries id discussed in seventh chapter; Asking and Giving Permission, Request and Command, and Invitations. And present future tense is discussed in the last chapter, How to Handle a Telephone. These topics will help all the students easily to master speaking skill.

The development of the learning material can be produced a few conclusions regarding the selection of topics including choice of words and style of language. The material developed is expected to facilitate the teachers to teach, as a guide module in the speaking class. The students can be mastered in English language, especially in speaking so that he students will be easily to practice. The topics are easy to understand. It is because the material taken by students' need in

understanding basic speaking English. In terms of word choices, the researcher chooses the simple and easily understood by the learners.

After arranging the topics, the researcher started designing the content of the topics. The content of the topics is created based on the teacher's handbook combining with grammar module completed by the pictures that are related to the topics. Adding the pictures aimed to make the module is more interesting. The contents started from the function of the topics followed by their examples. After that, it is followed by the exercise or the activities. This module is given more than one activity with the variation so that the students get many times to do practices. In some topics, the contents are completed by the grammars that are commonly used in conversation. The grammar focus started with discussing about the function of the tenses. And after that, it is followed by the time signal, the pattern, and the example that appropriate. The exercise of the grammar focus can be oral or written. In some chapters are also completed by the suitable vocabularies. After designing the contents of the topics were done. The researcher designed the cover in every chapter, and the cover of the module.

The Result of the Empirical Validation

The first expert gave opinions about language used in speaking, design, exercises of the module, and the comparison in every chapter.

The second expert gave some opinions about the grammatical materials. The grammatical materials should be appropriate and easy to understand to the students. The next opinion is about the cover design and the use of capitalizations, punctuations and the meaningfulness of the grammar's examples.

The Result of Try- out

The result of the try out was taken by the result of the questionnaire that was given after applying the material of the product. By the answer of the questionnaire the researcher did not revise the contents of the module. She only revised the cover's color and the size of the module. To revise the cover, the researcher needed to get the good quality of the ink that is used to print it out. And

she also changed the size of the module from A4 to be A5. So, the students will be easy to carry the module.

The Final Product

The final product is a basic speaking module which presented colorful design and layout. There are many pictures which are appropriate with the topics. Giving the pictures is aimed for to increase the students' interest in reading the module. And the size of the module is A5. The reason is the students can be easy to bring the module, and it is more practice than the A4 size. The contents of the module are consisted of 9 chapters.

The chapter 1 discusses about Greeting and Introduction which are completed by Simple Present Tenses and Present Continuous Tenses. The chapter 2 discusses about Days, Months, and dates which are completed by the Making questions (present); what day, when. The chapter 3 discusses about Telling the Time. The chapter 4 discusses about Daily activities completed by Making Questions (present); who, W-H Questions. The chapter 5 discusses about Telling Experience completed by Simple Past Tense and Making Questions (Past); who, W-H Questions. The chapter 6 discusses about telling Plans completed by Simple Future Tenses. The chapter 7 discusses about Asking and Giving Permission, Request and Command, and Invitations completed by modal auxiliaries. The Chapter 8 discusses about Asking and Giving Directions. And the last chapter is about how to Handle a Telephone completed by Present Perfect Tenses.

Conclusion

English language is a global language which is used as international language. Especially in speaking, it is the most important skill which the people have to master. It will be very useful to the people who are able speaking English, because they will not feel difficult to communicate to others in foreign country. However, to speak English, the person should notice its grammar. The reason is not all of language has similar grammatical function. Beginning from the situation, the researcher developed the module entitled "English for Basic Communication" that appropriate to the students who want to learn the basic conversation completed by those grammars in the course.

Talking about basic conversation, it will not be far from the discussion about the functional language. So, the developer applied the functional language as the main of discussion. Then, by adding the communicative grammar, the module will be clearer and easier to be understood in learning basic speaking English. Therefore, the module is suitable for instructional materials in speaking that not only discuss about the functional language, but also discuss about the its communicative grammar. So, the learner will speak properly that is appropriate with the true English.

There is nothing perfect in this world; this proverb may prevail in the module. Besides superiorities, must be weaknesses. The superiorities of the product are:

- a. The materials are suitable for students who want to learn about basic conversation of English.
- b. The stages and activities are appropriate to basic conversation of English. The stages are material discussions, examples, and some activities (presentations, role plays, and games).
- c. The contents of the module are functional language that students need to understand at first level in learning speaking completed by the grammatical use on that functional language, so that they not only get the daily conversation of English, but also its grammar. So, if they speak with foreigner, the researcher is hoped the foreigner understand with what they say.
- d. The module is coved with colorful pictures. Involving the picture will make students more interesting in reading this module than the module which does not have any picture or no color.
- e. In addition, there are some useful vocabularies related to the topics, and some wise words to motivate the students in learning.

The weaknesses of the module are:

- a. Not all of the topics completed by communicative grammar, because some topics which have no communicative grammar discussion have the same communicative grammar discussion as the previous topic.
- b. This module is not completed by audio from the native speaker, since it is so difficult to look for the audio with native speaker voice. For covering these

weaknesses, the teacher has to know the pronunciation of the words, so that the students will understand the pronunciation in teaching and learning process.

5.2 Suggestion

Based on the whole process of conducting the development research, some suggestions are presented on how to make use of the product and how to make the product better.

For the speaking teacher at Effective English Conversation Course, the English materials for the first months in speaking regular program are suggested to be used as learning sources because it was developed based on the students' need and interest, validated by the expert and practitioner of Effective English Conversation Course and also tried out to the speaking students of Effective English Conversation Course. Almost all of the students' comments are positive on the module since it can improve their speaking skills and can motivate them to learn speaking English. However, the English teacher is suggested to see the students' capabilities, so that the students will not feel difficult in teaching and learning process.

In relation to improvement of the product, it is necessary for the researcher or other people who are interested in the product to try out all the topics of the product to get information about the strength and weaknesses of each topic based on the user of the module. Also that could be an effort to improve the product by involving more speaking teacher in order to obtain more inputs for its improvement.

For the future research, particularly in the area of material development, the researcher addresses suggestion on the effectiveness of the materials which is worth conducting with quantitative approach. Besides, conducting Research and Development to other course is necessary since it also concerns to basic conversation of English with completed by communicative grammar.

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